

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Stephen Kimmel

Official School Name: Willets Road School

School Mailing Address: 455 I U Willets Road
Roslyn Heights, NY 11577-2823

County: Nassau State School Code Number: 280402030002

Telephone: (516) 333-8797 E-mail: kimmels@ewsdonline.org

Fax: (516) 333-8915 Web URL: http://www.ewsdonline.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Lorna Lewis Superintendent e-mail: lewisl@ewsdonline.org

District Name: East Williston UFSD District Phone: (516) 333-5690

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Mark Kamberg

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 25629

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	69	62	131
K	0	0	0		7	82	67	149
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	68	68	136		12	0	0	0
Total in Applying School:								416

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
11 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2009	416
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 4

Number of languages represented, not including English: 3

Specify languages:

Spanish, Farsi, French-Creole

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 7

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 52

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>1</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>20</u>	<u>0</u>
Total number	<u>74</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 15:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	96%	96%	95%	95%	96%
Teacher turnover rate	4%	2%	2%	7%	7%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

The Willets Road School's instructional programs are designed to incorporate standards-based approaches that are supported by the latest middle-level research and the New York State Education Department's Essential Elements of Middle Level Standards Based Education.

The mission statement of our school sets forth the dual-faceted approach to providing a middle level experience that balances both academic excellence and developmental responsiveness:

The Willets Road Middle School is committed to an educational program that fosters academic, social, and emotional growth throughout the transitional middle years. Our school culture values respect, compassion, and ethical behavior. We cultivate an environment of intellectual inquiry and independent thinking. We endeavor to create a community in which diversity is celebrated and respect for individual differences is encouraged. The students have many opportunities to reach beyond the classroom to achieve personal growth, develop many skills and interests, and engage in service to others. We acknowledge and promote the many dimensions of human learning that allow all students to give expression to their creative, intellectual, and physical pursuits while becoming life-long learners in a world increasingly without borders.

All of our students are members of grade-level academic learning teams. Students are grouped heterogeneously in English Language Arts, social studies, 5th and 6th grade math, science, and enrichment electives. There is an open-admission policy into seventh grade accelerated mathematics.

An Academic Intervention Service Program (AIS) is provided in English Language Arts and mathematics for all grade levels. This program is incorporated into the daily schedule of all students who qualify for the program.

Additional academic and social support programs include: academic extra help before/after school and during student lunch periods, test and homework load monitoring, a social skills development program, a Friday Night Recreation program, a lunchtime intramural sports program, and research based anti-bullying programs.

Each teacher has a district supported web page with homework, test, and class information posted. Many teachers also maintain a class blog to further engage students. A comprehensive school newsletter is published throughout the year and distributed to the entire school community via our school website and in a principal's mailing.

Our school offers a variety of programs and services to ensure that children with special needs feel connected and involved in every aspect of school life. Chat Room, our after school social skills development program, staffed by two faculty advisors and general education student volunteers, enables our students to develop appropriate and positive social skills. Our vast before and after school co-curricular club program is highly inclusive and provides a wide variety of experiences tailored to the varying interests of our students. Lastly, our Special Education and Guidance Departments work collaboratively with our classroom teachers to ensure that all of our special needs students, regardless of their level of disability, are integrated into every aspect of student life at Willets Road.

A standout feature of our school is our student and faculty commitment to social causes and charity. Each year our Holiday Can Drive collects an average of 2500 cans and boxes of food for local food banks. Students participate in the Valentines for Vets program which sends cards and gifts to our nation's military personnel. Students also collect thousands of dollars each year for the "Pennies for Patients" program to support the Leukemia Research Foundation. Our students have partnered with the Ronald McDonald House to raise money to support their efforts on behalf of families battling pediatric cancer. Each year our students and faculty also support a local family in dire need of financial and household assistance through the Adopt-a-Family program. This year, our school provided new clothes, household

items, a full desktop computer station, toys, games, and supermarket gift cards to a family in need within our school community.

Our students' academic achievement is among the highest within our region. For the past five years, our school has consistently ranked within the top five schools out of 56 school districts in high-achieving Nassau County. For the 2008-2009 school year, our school ranked first in the percentage of students in grades 5-7 to pass the New York State Mathematics Assessment. That same year, our sixth grade students also ranked first in the percentage of students to pass the New York State English Language Arts Assessment. One-half of our students leave our seventh grade with a full year of accelerated mathematics, allowing them to begin the study of high school-level mathematics in the eighth grade.

1. Assessment Results:

During the last five years our results on state exams for math and English Language Arts have been consistently higher than the results in the region and have shown marked improvement in most areas. Prior to the NCLB mandated tests in 2006, there were no mandated state assessments in mathematics and English at Willets Road, so we have needed to train teachers to align their curricula to these new exams and to make use of the new data these tests provide. On these exams students are rated on a four point scale. The top two scores, level 4 (exceeding standards) and level 3 (meeting standards) are considered passing grades. Those receiving a level 2 (partially meeting standards) and level 1 (not meeting standards) receive academic intervention support.

In English Language Arts our passing scores were 85% or higher in all three grade levels through 2006/7 and rose gradually to 96% and higher in 2008/9. The state changed the cut scores drastically for the 2009/10 school year, so scores dropped statewide in both English and math. Although the scores themselves dropped to 78% - 86% passing last year, our scores rose significantly in comparison to the rest of the region. In recent years we had scored approximately 5 – 8% higher than the region. Last year, however, with the scoring changes, our 5th grade scored 11% higher, our 6th grade 13% higher, and our 7th grade 19% higher than the region. In fact, almost without exception, during the last five years, students' English scores rose significantly each year they spent at Willets Road. We are particularly proud of the successful results on these English exams because we have worked to keep our focus on our own curriculum and the skills needed to make students better readers, writers, listeners, speakers and thinkers rather than abandoning the curriculum for a relentless diet of test prep. Our teachers use the results of state tests to inform their instruction and give students practice using the format of the tests, but they continue to focus their central energies on developmentally appropriate and engaging work they develop for their classroom.

In mathematics our percent of students scoring at Levels 3 and 4 has also increased each year, with the exception of the mathematics assessments administered in May 2010. The change of scale in May 2010, coupled with slightly lower performance levels in that year, resulted in the exception to a sharply positive trend of improvement. We believe the slight drop in performance level is the result of an adjustment to the change of emphasis in performance indicators for each grade as well as the adjustment to a test covering content taught from March of the previous year to April of the current year. We are especially proud of the consistent increase in our number of students showing mastery in mathematics. From 2006 to 2009, our mastery level increased 41 percentage points for grade five, 22 percentage points for grade six, and 20 percentage points for grade seven. This exceptionally sharp increase reflects some significant changes in the teaching of mathematics at Willets Road. Now all teachers of mathematics at Willets Road have become experts in the mathematics they teach from a standards perspective. They have acquired deep conceptual knowledge as well as procedural knowledge. They understand the importance of automaticity. They understand the need to approach instruction using several instructional lenses in order to meet the learning styles of all students, including the sophisticated use of SMART Board technology to create lessons that engage students.

For each grade, based upon the prior year's New York State Assessment results, students receive academic intervention service in mathematics and English. We added an alternate day Academic Intervention Support class this year in both math and English as part of the change to a nine period day at Willets Road. We now provide services for all math students and most English students who received a level 1 or 2 on the state exam and to additional students with similar needs. Building upon the differentiated instruction these students already receive during their core classes, these AIS classes provide an opportunity for students to build and practice their skills, and for teachers to both reteach and pre-teach content. We do not distinguish between general education students and classified students regarding these services. Students also receive support in English through the remedial reading program and through a self-contained English class for a handful of the students with greatest needs. Some English students continue to receive AIS services through the remedial reading program. Since the Willets Road

School has a small population, all subgroups other than special education and Asian students are too small to report.

2. Using Assessment Results:

We believe that the improved test scores from 2006 to 2009 are a result of our more sophisticated use of data and our increased comfort using technology as an instructional tool. Each year the curriculum associates in English and math meet with teachers by grade level to begin the analysis of the data from the state exams. All teachers of mathematics and English are trained in accessing and analyzing the data provided by the Nassau County BOCES Instructional Data Warehouse. We look at the results by grade level, analyzing the GAP and WRAP (wrong answer pattern) analyses to identify the areas in which our students excel and those which require renewed efforts. The teachers quickly learned that the gap between our scores and those of other districts mattered as much as the raw score on a question, so we began to focus not only on questions our students found challenging, but on those questions on which our gap was lower than others in the region. For example, although we identified writing as a strength, students did not do as well at editing their work and some students struggled to choose the best of several partially correct answers. In response to this data, teachers took more time to teach students to edit their own work and to draw more subtle inferences from texts rather than simply looking for a direct answer. They used QAR (question, answer, response) techniques to get students to examine the questions they were being asked in all classes. In mathematics, teachers in all three grade levels discovered that our students excelled less with questions grouped under the domain geometry. While number sense and algebra readiness skills are naturally revisited throughout the year, geometry coverage is more isolated. The teachers are working to spiral instruction in a way that keeps geometry skills sharp.

We then looked at what the data revealed about the learning process of individual students, tracing the pattern of missed answers gained insight into the gaps in their knowledge. In English Language Arts, the classroom teachers were then able to differentiate instruction in their classes. In mathematics, teachers used data about individual students to provide targeted extra help in content areas for which demonstrated weaknesses might impede understanding of new material. Once teachers learned to use data, they reshaped their instruction to match what they discovered rather than simply adding more test prep in response to the mandated state exam. Data analysis affirmed their successes and helped them fine tune their curriculum and instruction.

3. Communicating Assessment Results:

The Willets Road School has incorporated a wide variety of methods to support ongoing communication among the school, home, and community. The school has a comprehensive website with virtually every teacher maintaining his or her own webpage. The teacher's webpage generally includes homework assignments, projects, study materials, teacher contact information, and links to supporting websites. Parents may communicate with teachers via email, phone message, or written notes. The school's website also has links to the school's New York State Assessment results, curriculum guides, school and Guidance Department newsletters, student code of conduct, and a wide variety of technology-based web tools for student use.

Students' performance levels are shared in a variety of ways. The school issues quarterly report cards and written progress reports for students who are experiencing academic difficulties. Teachers make frequent calls to parents to report both academic and social challenges their child is facing as well as calling to report fine achievement. In addition, regularly scheduled parent-teacher conference days and evenings are scheduled. Parents are also encouraged to make an appointment to speak with their child's teachers any time they have a concern.

Classroom exams are based on the New York State learning standards. Report cards provide parents not only with grades but with extensive comments regarding their children's academic and personal growth. At parent-teacher conferences, and through regular parent contact (via email, phone conferences, meetings), teachers share ongoing benchmark results with parents. Common daily team planning periods and teamed teaching on all grade levels allow for parent-teacher conference time to be available beyond the traditionally scheduled evening conferences and provides a forum where parents can discuss

assessment results and academic progress any time during the school year. The school's assessment results are shared with parents via the school district's newsletter, community newspapers, and on the school and district webpage. The results are also highlighted at Board of Education meetings and Parent Teacher Organization (PTO) meetings. Parents are informed of their children's performance results on State Assessments by individual letters containing a printout with their child's disaggregated performance results.

4. Sharing Lessons Learned:

Due to the intimate nature of the East Williston School District (one school at each developmental level) there exists a great deal of collaboration and dialogue across the academic disciplines. The curriculum associates, building principals, and central office administrators foster and maintain a fine, cross-building, working relationship among the faculty. Particularly in mathematics and English Language Arts, faculty members gather frequently to carefully examine assessment results and student performance data to uncover academic areas of strength and weakness. The faculty then shares teaching strategies, methodologies, and experiences to assist each other in making adjustments to content and instructional delivery. This embedded sense of collegiality and professionalism provides an open, safe, productive atmosphere that allows teachers to work together to improve student performance and raise the level of academic achievement for all students.

Teachers at Willets Road are recognized instructional leaders. In recent years, Willets Road mathematics teachers have held positions on the executive board of the Nassau County Association of Mathematics Teachers. They are invited to present workshops on best teaching strategies and practices at local conferences. They network with teachers of neighboring districts to strengthen our performance on middle level competitions such as the American Math Competition for grade 8, Middle School Math Olympiads, Mathcounts, the New York Math League, Sigma, and the Continental Math League. Teachers of English and reading are also actively involved in their local professional organizations. Additionally, they often present workshops and discussion forums on best practice teaching strategies and methods to fellow colleagues at both the local and university levels.

The principal of the Willets Road School also shares best practice administrative and instructional strategies with the educational community. For example, he has presented on transformational school leadership and standards-based middle level approaches at the New York State Middle School Association's annual conference, the Nassau County Middle Level Principals Association's monthly meetings, and as a featured presenter within Long Island University's School Leadership graduate program.

The Willets Road faculty and administration are committed to a program of rigorous professional growth and development. It is through a process of "give and take" (sharing lessons learned and learning lessons from others) that we are able to cultivate and sustain an academically challenging and developmentally responsive program for all of our students.

1. Curriculum:

The mathematics curriculum is standards based, grounded in the New York Mathematics Core Curriculum. Mathematics in the middle grades concentrates on number sense and operations, algebra, geometry, measurement, and statistics.

The English Language Arts curriculum at Willets Road serves as a bridge between the language-rich environment of the elementary school classroom and the more focused study of literature and formal writing tasks required in high school. Our aim is student independence in reading, writing, speaking and listening.

The fifth grade science program is a physical science curriculum that concentrates on sound, light, water and oceanography. The sixth grade science curriculum is a continuation of the physical science curriculum in fifth grade and focuses on weather, climate, monster storms, geology, and a brief introduction to chemistry. The seventh grade science curriculum is a life science curriculum with a concentration on living things, viruses and bacteria, cell structure, function, processes and energy, genetics, evolution, and human body systems. Students are taught science using lecture, demonstration, lab work, and project-based learning. Assessments are both formative and traditional. The seventh grade students participate in two laboratory activities provided by staff members from the prestigious Cold Spring Harbor Laboratory.

The social studies program at the Willets Road School is closely aligned to the New York State curriculum. In fifth grade, students are engaged in a course centering upon the study of North America and Latin America, with emphasis upon human and physical geography. In sixth grade our course of study focuses upon the eastern hemisphere, diverse topics such as ancient civilizations, religions, and modern developments. In the seventh grade, students follow a course in American History from pre-Columbian times through the Civil War and Reconstruction. In addition, sixth and seventh grade students have the opportunity to enroll in an elective enrichment course which integrates both social studies and language arts skills and content.

The introduction to our foreign language program at Willets Road School begins in grade five with our FLEX program. Students begin language study by exploring each of the four languages offered (French, Italian, Latin and Spanish) for a ten week period on an every other day basis. All students in the school are enrolled in the language of their choice (French, Italian or Spanish) in the sixth grade which they continue to study through high school. All but five developmentally delayed students are enrolled in foreign language classes. The program's main focus is building our students' level of self-confidence as they learn to express themselves independently in the target language while gaining an appreciation of other cultures.

The physical education curriculum promotes and encourages ideas, values, and behaviors that make involvement in physical activity a positive lifestyle choice. The program encompasses a number of areas including health, intramurals and athletics. The underlying theme interwoven into the fabric of the program is participation. The fifth grade program builds upon the early elementary curriculum by teaching skills necessary for individual and group physical activity. The emphasis is upon promoting attitudes and abilities which will promote a lifetime of physical fitness and well being. Project Adventure is an integral component of our fifth, sixth, and seventh grade curriculum. The program is introduced in fifth grade with a focus upon cooperation, trust, and problem solving. By seventh grade, self-evaluation and teamwork are emphasized as well. At Willets Road, both team sports and individual activities are used to encourage and promote socially appropriate behavior. The skills inherent in the physical education curriculum, above all, assist in the development of a well rounded, well adjusted student.

New York State and National Health Standards are addressed through a variety of programs within the health education program. In addition to special programs such as assemblies, health week, and the health

fair, students learn about health through their health, science and physical education classes. In addition, students in grade five are enrolled in a health class that meets for one quarter and students in grade seven are enrolled in a required health class that currently meets every day for one semester. Students in grades five and six also participate in the Adolescent Development Program through special presentations from guidance counselors, health teachers, the school nurse, and other appropriate professionals. Topics include establishing and maintaining friendships, healthy decision making, nutrition, personal fitness and wellness, anti-bullying strategies, and human development and functions.

Students participate in the visual/fine arts program for each of their three years. Topics of study include: painting, sculpture, drawing, computer graphics, and photography. The Music Department supports grade level string orchestra, band, and choral programs. A wind ensemble and jazz band program are also offered to students. The school supports a well-attended afterschool musical/drama program.

Technology and Library Media skills are embedded into the instructional program across all grade levels. The program incorporates research, computer programming, computer applications, and digital creativity into the curricula.

2. Reading/English:

In fifth and sixth grade every core classroom teacher is an English teacher, so the study of reading and writing is threaded throughout the entire curriculum. Students complete a variety of age appropriate projects as they study English from creating tall tales in fifth grade to acting out myths in grade six. In seventh grade the English teachers are content specialists who work on building students' analytical and writing skills in preparation for the work they will do in high school. In this transitional year, students are expected to work through tasks with greater independence.

In English classes, students read from a variety of genres, cultures and time periods, including fiction, non-fiction, poetry and drama, from classics to contemporary literature. The bulk of the reading is real, published literature, including at least one whole class literary text or genre study each quarter. However, equally important are the texts students have chosen for themselves, with teacher guidance. Class time is set aside for independent reading and discussion, which form the core of the reading program. In response to these self-chosen texts, students write book letters, respond in journals, compose reports, make presentations, and at times, discuss what they are reading in literature circles.

Students write daily in the English classroom, from short on-the-spot responses to essays, letters, poems, plays, stories, informative, and research-based pieces. We teach with a focus on the writing process, using the Writer's Workshop as our model. Students learn to revise and edit their own writing by examining the traits of effective writing, using "Six Traits" methodology and materials. The conventions of writing and the structure of language (spelling, grammar, usage, and mechanics) are taught as they apply to reading and writing, and successful oral communication is taught to help students become effective in class discussion and formal presentations. Increasingly, students learn to communicate digitally by composing and editing on computers, creating digital projects and presentations, and participating in online blogs and discussion forums. They have made ample use of our computer labs and our mobile laptop carts.

In addition to the differentiated instruction provided in the classroom, those who read below grade level are scheduled to work with our remedial reading teachers in the reading lab. The reading program provides support in both decoding (using Wilson material) and comprehension, with a rich, active, multi-modal approach to literacy instruction. We also offer an AIS course to provide additional support in reading and writing to students who did poorly on the state ELA exam.

3. Mathematics:

The Willets Road School mathematics curriculum is standards based, grounded in the 2005 New York Mathematics Core Curriculum. Mathematics in the middle grades concentrates on number sense and operations, algebra, geometry, measurement, and statistics.

In grade five, place value, fraction-decimal-percent relationships, factors and multiples, operations on

whole numbers, fractions, and decimals, and estimation are the major components of number sense and operations. Simple one step equations, substitution into linear formulas, and pattern relationships are algebra topics. Geometry focuses on the triangle, triangle classification, and angle measurement arithmetic. Coordinate geometry is introduced as an aid to describing and measuring shapes. Measurement includes ruler measurement in metric and standard measure, elapsed time, and use of the protractor. Statistics includes gathering and display of data, sample space, prediction for data, and measures of central tendency.

In grade six, properties of addition and multiplication, ratio and proportion, use of a number line, complete operations with fractions, exponent arithmetic, and subsets of real numbers fall under the heading of number sense and operations. Algebra includes two step linear equations and inequalities and problem solving applications, as well as evaluation of formulas resulting in rational and irrational expressions. Geometry focuses on area of polygons and the circle, perimeter of the circle, and similar figures. Coordinate geometry extends to all four quadrants. Measurement covers capacity in metric measure and standard measure, estimation of volume and reasonableness of estimates. Statistics covers sampling, frequency tables, Venn diagrams, and comparisons of graphs so that the graph chosen best fits the data represented. Compound, dependent and independent events are distinguished.

In grade seven, number sense and operations are centered upon subsets of the real number system, sophisticated use of exponents and scientific notation, square roots, prime factorization, common factors and multiples. Algebra includes work with polynomials, complete use of order of operations to solve multi-step equations, input solutions to equations, and function tables and patterns. In Geometry, work with solids is introduced, as well as continued computation involving the circle, and the Pythagorean Theorem. Measurement includes work on mass and unit pricing. Relative error and magnitude are explored. Statistics is a major area, including the circle graph, double bars and lines, range, central tendency, interpretation of data, misleading data, validity of sampling and prediction.

Willets Road has very few students who perform below grade level. The few who also test more than two standard deviations below grade level receive extensive small group instruction. All of the remaining students are enrolled in a second Math Support class that meets on alternate days. These classes are capped for small enrollment, insuring that the students involved benefit from individual attention.

4. Additional Curriculum Area:

In preparing students for learning in a 21st century environment, students are exposed to a rich technology curriculum in each of the grades at the Willets Road Middle School. The Staff has a working understanding of the National Educational Technology Standards (NETS): creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, digital citizenship, and technology operations and concepts.

Each of these standards is reinforced through a newly designed benchmark checklist for each of the grades 5-7. Knowledge of the standards and having the benchmarks available has helped classroom teachers integrate technology into their individual courses within each of the academic areas. The school also offers several specific computing courses offered by the school's Technology Integration Specialist. It is the role of this individual to not only help staff learn emerging technologies and integrate technology into their daily lesson plans, but this teacher is also responsible for teaching the following specific computing courses: Connecting the Dots to fifth grade students, Tech 21 to sixth grade students, and Computer Programming to seventh grade students. Each student's individual competencies are assessed during the Connecting the Dots course. These fifth grade students take a computerized assessment entitled 21st Century Skills Assessment, provided by Learning.com. This assessment tests each of the NETS. The results from this assessment have been used to provide individualized instruction for each of the students in the Connecting the Dots class. Students are assessed again at the conclusion of this class to monitor their progress.

In the Tech 21 class, students learn how to design a web page, and in the Computer Programming class, students learn basic computer programming. The school has a Library/Media Center staffed by a full time Library Media Specialist. The Library/Media program provides integration and support in all subject

areas as well as instruction which is fully aligned with the New York State School Library Standards. Students and staff in the school have access to two computer labs, 2 PC mobile computing laptop carts, and 1 Apple laptop cart. Classrooms are also equipped with SMART Boards and document cameras to facilitate student learning. In addition, the Art Department also offers several courses utilizing computers to produce works of art. These courses include Digital Crayons, and Fashion Illustration and Advertising. These courses utilize the building's Mac laptop cart as these machines are the tools of the trade in the real world.

5. Instructional Methods:

At the Willets Road School, differentiated instruction is used to meet the needs of individual learners, provide them with the appropriate level of challenge, and to give them the necessary support for the attainment of learning goals. The faculty incorporates learning strategies that are responsive to each learner rather than teaching the same way to all learners. Differentiation strategies vary depending on the curriculum being taught and the needs of students.

Within the Mathematics Department students are heterogeneously grouped in grades five and six. The teachers go to great lengths to provide the students with differentiated approaches. The Pearson Envisions math program taught within these grade levels is steeped in that model. Units are broken down into component parts and teachers are provided with a wide variety of instructional support and student activities to accommodate all students. In grade seven where math students have the opportunity to self-select our accelerated math program, teachers are further committed to providing learning strategies and support to students of all academic abilities (including students who are classified under IDEA).

The English Language Arts, Social Studies, and Science Departments differentiate their instruction by addressing multiple intelligence strategies (ex. linguistic, special, kinesthetic, and intrapersonal), student readiness levels, student learning style, question design and response, and active student engagement through cooperative learning activities that are inclusive of all students at varied skill levels.

In World Language classes, teachers provide a wide variety of activities geared to developing the four language skills (listening, speaking, listening and writing) while meeting the diverse needs and learning styles of the students. The students' projects and vocabulary which decorate the halls and classrooms reflect and reinforce the vocabulary and cultural topics covered in the curriculum. The teachers incorporate games and exercises such as vocabulary /grammar relay races, story creation, and word competitions to continuously reinforce and build upon material previously covered.

Lastly, technology plays a significant role in differentiation across all academic disciplines. Teachers provide students with choices in the different ways to access material to be learned including websites, podcast creation, flip-video presentations, blogs, Power Point presentations, spreadsheets, and students developed publications.

6. Professional Development:

In recognition of the critical importance of teacher development, our district provides teachers with extensive opportunities for professional development. Professional development is provided to faculty at monthly faculty meetings, department meetings, and through the East Williston Teacher Center. The district's curriculum associates work closely on curriculum development and coordination across grade levels and buildings. The Director of Guidance and counseling staff provide leadership in coordinating social/emotional program efforts. Teachers are also encouraged to attend workshops and conferences offered by local universities and professional associations at full district expense. For the past two years, the principal has invited nationally recognized consultants and staff developers to work with the entire faculty via faculty wide staff development sessions and small group workshops. All staff development initiatives are aligned with best practice teaching models to insure the academic achievement and social/emotional growth of our students. Topics of recently attended independent workshops include exploring ancient history at the New York Metropolitan Museum of Art, differentiated instruction, brain-based teaching strategies, co-teaching strategies for special education students, meeting the needs of autistic students, assisting students with ADHD, Wilson reading program, alternative assessment

strategies for students with special needs, the use of SMART Board technology, and incorporating podcasts, blogs, and wikis into instruction. Teachers in grades five and six have embarked on the first year of the Pearson Envision Math program. They received grade specific professional development on the program, its technology, and its capacity to differentiate instruction.

Our staff development has focused not only on academic achievement, but on improving teacher effectiveness in the social and emotional development of our students. The staff has learned new ways to help students build support for each other when facing challenges or destructive temptations. The emphasis is on building pro-social attitudes. The academic teams collaborate to develop multi-disciplinary learning approaches and to build a sense of mutual respect, care, and kindness to all. Last year our faculty established a School Culture Committee that introduced the S.P.A.R.K. initiative. Through S.P.A.R.K., the tenets of Success, Pride, Action, Respect, and Kindness provide the foundation for a wide variety of activities designed to further enhance the academic and social growth of our students.

The independent evidence that our professional development initiatives have improved students outcomes is substantial. Over the past several years the academic achievement levels of our students have continued to rise as our school is now among the very highest performing on the New York State Assessments. Additionally, our students self-report via surveys and focus groups that they feel safe in school and they do not use drugs, alcohol, or tobacco. Therefore, both our academic and social/emotional staff development programs have made a significant impact on student achievement and overall success.

7. School Leadership:

The Willets Road School is staffed by one full time administrator, the principal. The District employs full time curriculum associates for English Language Arts, mathematics, science/technology, social studies, world languages, and directors for athletics/physical education/health, special education, and guidance. These staff members work very closely with the principal, serve all three district schools and are based out of the high school. In addition to the principal's daily leadership role, the curriculum associates will also serve as direct leadership to their respective departments. They conduct formal weekly meetings to discuss curriculum, review assessments, and discuss student issues. Additionally, the curriculum associates work with the principal in both the formal and informal evaluation of staff and in developing the annual school-based budget.

The leadership philosophy can best be described as a fully collaborative, inclusive, and humanitarian approach. The principal has fostered an environment of creativity, empowerment, and team building by fostering relationships and engaging faculty, staff, students, and community members in improving student achievement and outcomes.

A major example of collaborative leadership and decision making during the last three years was the establishment of a school-wide restructuring team that has truly redefined our instructional program. The team was established to research best practice middle level programs and instructional practices with the goal of providing our students with an even greater educational experience. The outcomes of this effort include: expansion from an eight to a nine period instructional day, full academic teaming in all three grades, an enrichment/elective course program, academic support classes, increased academic opportunities for special education students, and the integration of social/emotional learning activities into the curricula.

The Willets Road School is committed to collaborative leadership. Our five Cluster Leaders, who represent the entire faculty, work collaboratively with the principal to facilitate the instructional program and to provide direct support for the students, parents, and professional staff. Our School Culture Committee works on strategies and projects to enhance the sense of school community within the student body and faculty. A Mission Statement Committee was also formed with the task of creating a new school mission statement and set of core beliefs geared towards the academic achievement and social emotional growth of every student.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards	87	99	99	93	84
Meeting Learning Standards with Distinction	46	69	36	31	28
Number of students tested	131	140	158	165	145
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	2	1	0	0
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Learning Standards	56	95	94	67	47
Meeting Learning Standards with Distinction	11	26	11	6	0
Number of students tested	18	19	18	16	15
5. English Language Learner Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meeting Learning Standards	100	100	100	100	87
Meeting Learning Standards with Distinction	30	86	65	42	61
Number of students tested	10	14	20	12	16

NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html; http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: English Language Arts

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards/Meeting Learning Standards with Distinction	79	97	95	88	91
Meeting Learning Standards with Distinction	25	24	11	13	27
Number of students tested	130	140	158	165	143
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	2	1	0	0
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards/Meeting Learning Standards with Distinction	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meeting Learning Standards/Meeting Learning Standards with Distinction	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meeting Learning Standards/Meeting Learning Standards with Distinction	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	
4. Special Education Students					
Meeting Learning Standards/Meeting Learning Standards with Distinction	50	74	67	56	60
Meeting Learning Standards with Distinction	0	0	0	6	0
Number of students tested	18	19	18	16	15
5. English Language Learner Students					
Meeting Learning Standards/Meeting Learning Standards with Distinction	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meeting Learning Standards/Meeting Learning Standards with Distinction	100	100	100	63	88
Meeting Learning Standards with Distinction	20	64	35	25	25
Number of students tested	10	14	20	8	15

NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Mathematics

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards	87	98	99	86	84
Meeting Learning Standards with Distinction	46	56	36	31	28
Number of students tested	146	155	171	148	164
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Learning Standards	38	81	73	53	41
Meeting Learning Standards with Distinction	5	13	5	0	6
Number of students tested	21	16	22	17	17
5. English Language Learner Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meeting Learning Standards	100	96	100	94	95
Meeting Learning Standards with Distinction	77	76	60	56	54
Number of students tested	17	21	10	16	13

NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: English Language Arts

Edition/Publication Year: 2005-2010 Publisher: McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards	86	99	91	85	91
Meeting Learning Standards with Distinction	24	24	21	24	36
Number of students tested	146	154	170	148	163
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Learning Standards	52	87	64	41	47
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	21	15	22	17	17
5. English Language Learner Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meeting Learning Standards	94	100	75	94	94
Meeting Learning Standards with Distinction	65	53	37	19	59
Number of students tested	17	19	8	16	13

NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Mathematics

Edition/Publication Year: 2005-2010 Publisher: McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards	92	98	97	93	93
Meeting Learning Standards with Distinction	48	51	45	40	31
Number of students tested	161	171	151	162	154
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Learning Standards	69	93	91	61	83
Meeting Learning Standards with Distinction	19	3	18	0	6
Number of students tested	16	29	22	18	18
5. English Language Learner Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meeting Learning Standards	96	100	100	100	93
Meeting Learning Standards with Distinction	77	73	81	75	36
Number of students tested	22	11	16	12	14

NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: English Language Arts

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards	86	99	91	89	89
Meeting Learning Standards with Distinction	35	25	8	20	24
Number of students tested	161	172	170	162	153
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Learning Standards	50	86	77	44	53
Meeting Learning Standards with Distinction	0	0	0	0	5
Number of students tested	16	29	22	18	19
5. English Language Learner Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meeting Learning Standards	85	91	80	12	92
Meeting Learning Standards with Distinction	32	18	5	88	38
Number of students tested	22	11	16	18	13

NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards	89	99	97	90	86
51	51	59	48	37	31
Number of students tested	437	466	480	474	462
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	4	5	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards	0	0	0	0	0
51	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meeting Learning Standards	0	0	0	0	0
51	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meeting Learning Standards	0	0	0	0	0
51	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Learning Standards	55	90	86	69	57
51	12	14	11	2	4
Number of students tested	54	64	62	50	50
5. English Language Learner Students					
Meeting Learning Standards	0	0	0	0	0
51	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meeting Learning Standards	94	99	97	87	90
51	56	77	63	61	44
Number of students tested	49	46	46	36	43

NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets." Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards	84	97	93	87	90
Meeting Learning Standards with Distinction	28	27	13	19	29
Number of students tested	436	466	479	474	458
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	4	5	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Learning Standards	52	80	69	46	53
Meeting Learning Standards with Distinction	0	0	0	2	2
Number of students tested	54	63	62	50	51
5. English Language Learner Students					
Meeting Learning Standards	0	0	0	0	0
Meeting Learning Standards with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Meeting Learning Standards	91	97	85	78	91
Meeting Learning Standards with Distinction	40	41	25	26	40
Number of students tested	49	44	44	36	41

NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets." Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

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